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ABSTRACT

As Proposition 13 necessitated more drastic curtailment of expenditures than had been anticipated when the modified zero-based operational plan for 1978-79 was devised, the budget development procedure was revised for 1979-80. The process is divided into three phases: educational programs, district fiscal plan, and the operational plan. This procedures manual describes the relationship between the phases and contains specific instructions for completing the educational programs phase which involves instructional schedule of classes, instructional support, and student services. Decisions concerning these programs are to be based on three alternative levels of operation: (1) level I--programs based upon optimum class size standards applied to fall 1978 enrollment and curriculum guidelines which give priority to required and developmental courses; (2) level II--programs based upon standards applied to revised enrollments and increased estimates for fall 1979 with curriculum guidelines permitting additional sections of all courses; (3) level III--further revision for increased program breadth and schedule balance. Descriptions of course categories, enrollment standards, program level standards, worksheet forms, and instructions for their use are included. (MB)

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LOS ANGELES COMMUNITY COLLEGE DISTRICT

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1979-80 BUDGET PROCESS

PHASE I: EDUCATIONAL PROGRAMS

PROCEDURES MANUAL

JC 780 566

DIVISION OF EDUCATIONAL PLANNING AND DEVELOPMENT

November 1978

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LOS ANGELES COMMUNITY COLLEGE DISTRICT

1979-80 BUDGET PROCESS

INTRODUCTION

During the past five years budget planning in the District has evolved from the traditional "A-B" budgeting method to a modified zero-based operational plan. The OP Plan more effectively related annual budget development to College Master Planning, and established priorities for allocation of funds within the college organization structure. Unfortunately, Proposition 13 created the need for a more drastic curtailment of expenditures than had been anticipated in setting the guidelines for development of the Operational Plan for 1978-79. As a result, a series of Districtwide Contingency Plans was required to meet the emergency. This contingency planning experience identified some significant problems that must be considered in future budget planning. A decision that funds must be provided to retain all contract/regular certificated and classified staff will result in a "crisis of imbalance" when revenues are reduced below a critical point. Furthermore, personnel decisions cannot be accomplished within the legal framework of the Education Code unless staff requirements are considered on a Districtwide basis.

The budget development procedure for 1979-80 has been revised to provide improved solutions to the problems outlined above, and to achieve a more effective allocation of resources in a period of fiscal uncertainty. The process is divided into three phases: Phase I, Educational Programs, Phase II, The District Fiscal Plan, and Phase III, the Operational Plan.

This Procedures Manual describes the relationship between the three phases and contains specific instructions for completion of the Phase I task.

PHASE I - EDUCATIONAL PROGRAMS

In Phase I of the budget process the college staff will develop the Educational Program, i.e., instructional schedule of classes, instructional support and student services programs. The decisions concerning educational program content will be based upon the following three alternative levels of operation.

Level I

At this level, the instructional program will be based upon optimum class size standards applied to Fall 1978 enrollments, and curriculum guidelines which give priority to required and developmental courses. Instructional support and student services will be based upon related standards.

Level II

At this level, the instructional program is based upon class size standards applied to revised enrollments to take into consideration increases estimated for Fall 1979. The curriculum guidelines permit offering additional sections of all courses. Instructional support and student services may be increased proportionately.

Level III

At this level, the instructional program is further revised to increase program breadth and schedule balance. Instructional support and student services may be increased, if justified by program growth.

Worksheet Format

A worksheet format is provided to assist the college staff in applying the appropriate standards for the three levels to the following functions:

Instruction

The worksheets will list the courses, sections, teaching hours, and the full-time equivalent teaching staff required at each of the three planning levels for Fall 1979.

Worksheet Format - contd.

Instructional Support
The worksheets list the instructional support programs, i.e., library, media, audio-visual services, and the number of certificated staff required at each of the three planning levels.

Student Services
The worksheets list the services, i.e., counseling, student activities, etc., and the number of certificated staff required at each of the three planning levels.

College staff may immediately begin to consider their needs for other support services in relation to each of the three educational program levels. The college operational plan will, however, not be finalized until after the Phase II, Fiscal Plan is completed.

PHASE II - THE DISTRICT FISCAL PLAN

A District Fiscal Plan will be developed by District staff, in consultation with the colleges, in the second phase of the budget process. The District Fiscal Plan will be based upon a review and analysis of the educational program worksheets, developed in Phase I, and information concerning other activities and expenditures required for District operations in 1979-80. This plan will form a basis for funding the Phase III, Operational Plan.

At this time, it is not possible to estimate with accuracy the amount of revenue that the District will receive in 1979-80; therefore, in completing Phase I, do not make any assumptions concerning the level of funding that will be authorized for the Operational Plan.

PHASE III - THE OPERATIONAL PLAN

The Operational Plan for 1979-80 will incorporate all activities into a comprehensive budget based upon the District Fiscal Plan.

Instructions and forms for completing the 1979-80 Operational Plan will be distributed by the Business Services Division.

BUDGET PROCESS TIME SCHEDULE

NOV. 6 - DEC. 1	PHASE I - The Colleges complete Educational Program Worksheets
DEC. 2 - DEC. 16	PHASE II - The District Fiscal Plan for programs and services is developed
DEC. 18 - JAN 28	PHASE III - The Operational Plan is developed by the College and District staffs
JAN. 29, 1979	OP PLAN REVIEWED
	Preliminary budget development begins

THE EDUCATIONAL PROGRAM WORKSHEETS

WORKSHEET EXHIBITS

Instructions are given in this section for completion of the following educational program worksheet exhibits. The forms for each worksheet are in Appendix D.

Worksheet A:	Instruction
Worksheet B:	Student and Instructional Services
Worksheet C:	Certificated Staff Summary

PROGRAM STANDARDS

Standards have been established for curriculum, class size, and program level.

Curriculum
The curriculum standards are described in Appendix A.

Class Size
The standards for section enrollments are given in Appendix B.

Program Level
The standards to be applied in planning the educational programs are given in Appendix C.

PROCEDURE FOR COMPLETION

Instructions for completing the educational program worksheets are given on subsequent pages of this Procedures Manual. The worksheet forms are in Appendix D.

DUE DATE

The completed worksheets with the transmittal sheet, signed by the College President, should be received in the Division of Educational Planning and Development, Office of the Vice Chancellor, Room 55C, no later than Dec. 1, 1978

DISTRICT OFFICE CONTACT FOR ASSISTANCE

For clarification of the procedure and assistance in completing the worksheets, contact:

Dr. Louis F. Hilleary
Director, Educational Programs
District Office, extension 319 or 346

INSTRUCTIONS FOR COMPLETING WORKSHEET A - THE INSTRUCTIONAL SCHEDULE FOR FALL 1979

The instructions are numbered to correspond to the column numbers on Worksheet A.

Column

1 List in Col. 1 the courses that are to be offered in the discipline. USE A SEPARATE WORKSHEET FOR EACH DISCIPLINE.

2 Enter the course category number (See Appendix A for an explanation of the course categories for each course). See Report No. 02001-001: Category by Subject. A CATEGORY NUMBER MAY BE CHANGED IF IN THE JUDGEMENT OF THE DEAN OF INSTRUCTION THE CATEGORY LISTED IS NOT AN ACCURATE LISTING FOR THE COURSE BASED ON THE COLLEGE CATALOG OR OTHER EVIDENCE. IF A CATEGORY NUMBER IS CHANGED, ENTER AN ASTERISK (*) IN COL. 2 NEXT TO THE CATEGORY NUMBER.

3 Enter the Standard Class Section Enrollment Code for the course. (See Appendix B for section enrollment standards).

4 Enter the number of active sections of the course in Fall 78. Ref: Report No. 02000-001: Semester Section Averages. For courses not offered in Fall 1978, enter the number of sections at the first census of the last semester in which the course was offered, and asterisk the entry.

5 Enter the <u>total</u> enrollment in the sections entered in Col. 4. (Ref: Report No. 02000-001).

6 Enter the actual average class section enrollment. (Ref: Report No. 02000-001).

7 Enter the Standard Class Section Enrollment that is equivalent to the letter code in Col. 3. (See Appendix B for the standard Class Section Enrollment equivalent to each code letter).

8 Enter the hours that will be assigned as the teaching load for a section of the course.

LEVEL I

Column

9 Enter the number of standard sections for each course by dividing Col. 5 (total enrollment) by Col. 7 (standard class section enrollment). Carry the division to one decimal. If the decimal is .7 or more, round off to the next highest whole number.

10 The entry in this column is based upon the course category. (See Appendix A). For category 1 and 2; the maximum number of sections authorized for a course in Level 1 is the number in Col. 4 or Col. 9, whichever is lower. For category 3; a maximum of 2 COURSES IN THE DISCIPLINE may be authorized in Level I, using the category 1 and 2 standards for number of sections offered.

11 Multiply Col. 10 times Col. 8 to compute the total number of teaching hours required for the authorized sections in Level I. Convert the teaching hours to FTE positions based on the normal teaching load in the discipline, and enter the number of FTE positions to the tenth decimal in Col. 11.

LEVEL II

12 Enter the total number of sections based upon the standards for Level II. (See Appendix C-1). If the number is not increased from Level 1, Col. 10, enter "NC". If the number is higher, give the justification for the change on a supplemental page which will be attached to the worksheet.

13 Enter the total FTE positions to the nearest tenth required to teach the total sections in Level II (Col. 12). If no increase from Level 1 (Col. 11), enter "NC".

LEVEL III

Column

14 Enter the total sections justified by the standards for Level III, (See Appendix C-1) and justify any increases on the supplemental page. If no increase from Level II (Col. 12), enter "NC".

15 Enter the total FTE positions to the nearest tenth required to teach the total sections in Level III. If no change, enter "NC".

AFTER COMPLETING ALL ENTRIES ON THE WORKSHEET, ENTER COLUMN TOTALS AT THE BOTTOM OF THE WORKSHEET FOR COLS. 4,5, AND 9 THROUGH 15.

INSTRUCTIONS FOR COMPLETING WORKSHEET B - THE STUDENT AND INSTRUCTIONAL SUPPORT SERVICES PROGRAM

Complete Worksheet B as follows:

Column

1 Enter the position titles and class codes for all certificated positions on the preparation salary schedule, funded by the District in 1978-79, in the function (Exclude SFP positions). Complete a separate worksheet for each of the functions.

2 Enter the FTE contract/regular positions in the 1978-79 budget for each function and class codes within functions. (Do not include hourly rate)

3 Enter the total number of positions authorized for Level I based on the standards described in Appendix C-2.

4 Enter total number of positions authorized by Level II standards (See Appendix C-2).

5 Enter total number of positions authorized by Level III standards. Enter justification in Col. 6 (See Appendix C-2)

6 Enter justifications of entries in Cols.4 and 5. Attach additional pages, if necessary.

TOTAL COLUMNS 2, 3, 4, 5 AT BOTTOM OF WORKSHEET

INSTRUCTIONS FOR COMPLETING WORKSHEET C -- SUMMARY OF CERTIFICATED POSITIONS

The entries on Worksheet C will be used to develop a Districtwide certificated staff plan. Complete the Worksheet as follows:

Column

1 List all teaching disciplines and other functions in which contract/regular certificated staff on the preparation salary schedule will be assigned in 1979-80.

2 Enter the FTE positions assigned in Fall 1978 to each discipline or function. If the position was vacant or on leave in Fall 1978, list the FTE in the discipline in which the position was normally assigned. If an employee is assigned to more than one discipline or function, allocate the split in tenths of an FTE.

Do not include substitutes, SFP positions, or hourly rate assignments. Short term instructor special assignments for "released" or "reassigned" time should be returned to their teaching disciplines.

Long term special assignments may be identified to their functions.

If a position is assigned in more than one discipline or function, allocate the proportionate amounts in decimal tenths. THE TOTAL OF COLUMN 2 MUST BE EQUAL TO TOTAL POSITIONS IN THE 1978-79 BUDGET AS ADJUSTED BY ANY APPROVED NF-12'S.

3 Enter the total Level I FTE positions in the discipline from Worksheet A, Col. 11, or the function from Worksheet B, Col. 3.

4 Enter the total Level II FTE positions in the discipline from Worksheet A, Col. 13 or the function from Worksheet B, Col. 4.

Instructions for Completing Worksheet C

Summary of Certificated Positions - contd.

Column

5 Enter the Level III FTE positions in the discipline from Worksheet A, Col. 15, or the functions from Worksheet B, Col. 5

6 Compute the variance for Level I by subtracting Col. 3 from Col. 2. Indicate + or -.

7 Compute the variance fro Level II by subtracting Col. 4 from Col. 2.

8 Compute the variance for Level III by subtracting Col. 5 from Col. 2

TOTAL COLUMNS 2 THROUGH 5.

APPENDIX A

COURSE CATEGORIES

The classification system described below will be used to construct the class schedule for Fall 1979 at each of the three program levels described in Appendix C.

CATEGORY 1 - REQUIRED

Courses in this category have either a lower division equivalent which is required for the baccalaureate degree, at an upper division institution (CSULA, CSULB, CSUN or UC) or the course is listed as being required for an occupational certificate or occupational associate degree.

CATEGORY 2 - DEVELOPMENTAL

Courses in this category are marked "PD" in the District Data Base.

CATEGORY 3 - OTHER

Courses that do not have a Category 1 or 2 status.

The category number recommended for each course on the District Data Base is listed in Report No. 02001-001: Category by Subject. The Dean of Instruction may change a course category number if it is determined that the recommended category is not appropriate for the college, based upon the college catalog or other evidence.

STANDARD AVERAGE CLASS SECTION ENROLLMENT

A Standard Average Class Section Enrollment Code must be assigned to each course listed on the Fall 1979 Instructional Program worksheets.

Courses in which the normal average enrollment per section is 35 or more.

A course in which the normal average class enrollment is 35 or more will be assigned an "R" code. The standard average for all "R" coded courses is 35 as of the first census.

Courses in which the normal average class enrollment per section is less than 35.

To qualify for one of the standard enrollment codes V through Z, the normal average class enrollment for the course must be limited for one or more of the following reasons:

a. Facilities will not permit seating of 35 or more students.

b. Equipment is not available to permit instruction of 35 or or more students.

c. Safety factors restrict enrollment.

d. The course is Category 2, Developmental, and the instructional mode restricts enrollment.

e. Courses on the Advanced Class List for 1978-79, as approved by the Board of Trustees under Article XIV, Section 3 of the Certificated Agreement. (Courses that meet this qualification may be assigned a standard average class enrollment code of average no less than X (20)).

Courses that meet one or more of the qualifications described in (a) through (d) above, may be assigned a standard average class enrollment code from the following chart that is given for the actual average normal enrollment limit for the course:

STANDARD AVERAGE CLASS SECTION ENROLLMENT CHART

Actual Normal Average Class Enrollment at First Census	Standard Average Class Section Enrollment Code	Standard Average Class Section Enrollment
10 - 14	V	10
15 - 19	W	15
20 - 24	X	20
25 - 29	Y	25
30 - 34	Z	30
35 or more	R	35

PROGRAM LEVEL STANDARDS

INSTRUCTIONAL PROGRAMS

Level I

Category 1 or 2 Courses

The maximum number of sections of courses in Category 1 or 2 (See Appendix A) that may be offered in the Level I instructional program is the lower of the following two numbers:

- The number of sections computed by dividing the actual Fall 78 census enrollment by the standard average class section enrollment for the course (See Appendix B)

  OR

- The actual number of active sections of the course open at the first census

Category 3 Courses

The maximum number of courses in category 3 (See Appendix A) that may be offered in the Level I instructional program is limited to 2 courses in the discipline. The number of sections is computed using the category 1 and 2 standards for Level I.

Level II

Category 1 or 2 Courses

The number of sections may be increased from Level I if the enrollment is estimated to increase. The maximum number of sections authorized in Level II is the amount in Level I plus the additional number of sections computed by dividing the increase in enrollment by the standard class section enrollment for the course.

Category 3 Courses

Category 3 course sections may be increased to the number computed by dividing the estimated enrollment by the standard class section enrollment. (Course limit is removed).

Level III

Courses in all categories may be increased to provide programs breadth and schedule balance.

STUDENT AND INSTRUCTIONAL SERVICES PROGRAM LEVELS

Level I

Counselors and Instructor Advisors

The number of positions authorized, other than SFP, is computed by dividing the Fall 1978 1st census total (day and evening) enrollment by 1400. The divisor is a standard factor which is the number of counselor hours available from one FTE position for one year (7 hrs. per day X 5 days weekly X 40 weeks). Compute to the nearest .5 FTE.

No college will be allocated less than 5 positions or more than funded in the 1978-79 budget.

Librarians

The number of certificated positions assigned to the library in the 1978-79 budget.

Other

Certificated positions may be assigned to other functions up to 80% of the 1978-79 staffing levels for the function.

Level II

Counselors and Instructor Advisors

The number of certificated positions may be increased to the number in the 1978-79 budget.

Librarians

The number of certificated positions assigned in 1978-79 may be continued in 1979-80.

Other

The number of certificated positions assigned in 1978-79 may be continued.

Level III

Additional positions as justified by program need may be requested for all functions.

WORKSHEET FORMS

Worksheet A - Instructional Programs

Worksheet B - Student and Instructional Services

Worksheet C - Certificated Staff Summary

LOS ANGELES COMMUNITY COLLEGE DISTRICT

1979-80 BUDGET PROCESS

PHASE I: EDUCATIONAL PROGRAM WORKSHEETS

_____
College

_____
Signature of College President

Date: _____

Instructions: Attach this cover sheet to the completed Educational Program Worksheets and send to: Dr. John T. McCuen, Vice Chancellor, Educational Planning and Development, not later than Dec. 1, 1978

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Planning and Development
1979-80 Budget: Phase I: Educational Programs

College _____

Worksheet A

Discipline _____

Courses, Sections, Teaching Hours
Fall 1979

Course & No.	Category	Std Enr Code	Sections F78	Tot Enr F78	Av Class Size	Std Class Size	Teaching Hrs Per Section	Level I			Level II		Level III	
								Std Sections	Auth Sections	FTE Positions	Sections	FTE Positions	Sections	FTE Positions
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
22 Totals for Discipline:														23

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Planning and Development
Office of Educational Programs

College

Worksheet B

Function

Instructional and Student Services Support

Function	Position Title	Class Code	FTE F78	Level I FTE Positions	Level II FTE Positions	Level III FTE Positions	COMMENTS
COLUMN 1			2	3	4	5	6
Totals							

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Planning and Development
1979-80 Budget: Phase I: Educational Programs

College

Worksheet C

Summary of Certificated Positions

Teaching Discipline or Function	Class Code	FTE F78	FTE Level I	FTE Level II	FTE Level III	Level I Variance	Level II Variance	Level III Variance
----------C O L U M N 1----------		2	3	4	5	6	7	8
Totals								

UNIVERSITY OF CALIF.
LOS ANGELES
DEC 5 1979
CLEARINGHOUSE FOR
JUNIOR COLLEGES